



**WORKFORCE
SERVICES**
REHABILITATION

UTAH OFFICE OF
Rehabilitation



Pre-Employment
Transition Services
in Action for
Promising Youth

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Promising Youth Conference 2025

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Learning Objectives



Attendees will gain understanding of:

- How pre-employment transition services can be utilized to improve outcomes for systems-involved youth.
- How providing enhanced opportunities for career preparation can improve academic, behavioral/social, and vocational goals.
- How to assist youth, who have not been identified as eligible for special education, in accessing the **resources** needed to be successful in life.



Justice Involved/At Risk Youth

Discussing

- Youth in custody-DCFS/JJYS
- Youth with 504/IEP plans
- Youth with **undiagnosed** disabilities
- Youth that are slipping through the cracks
- Youth with juvenile records
- Peer Courts
- How to help
- Why it matters





Pre-Employment Transition Services (Pre-ETS)



Services include five core categories:

Job exploration counseling - involves ongoing discussions between a student and an informed career professional that helps students match their strengths, interests, and preferences to potential careers and identify career path

Work-based learning experiences - uses the workplace to provide students with the knowledge and skills to help them connect to real-life work and future career opportunities

Counseling on postsecondary opportunities - opportunities to explore options for post-secondary education that will help students decide what is possible for them after graduation, and how to apply for admission

Workplace readiness training - exploring skills and behaviors that are necessary for any job including soft skills, employability skills, and job readiness skills. These skills help students become better employees when interacting with supervisors, co-workers, and the public.

Instruction in self-advocacy - learning to articulate needs and make informed **decisions** about the supports necessary to meet their needs. It can also include peer mentoring from fellow employees or students.

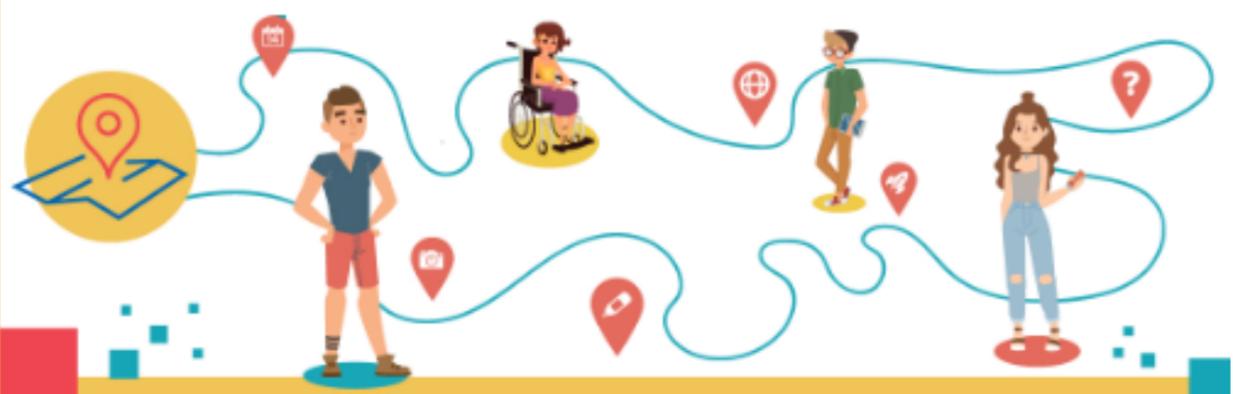
- Administration of vocational interest inventories
- Discussion of vocational interest inventory results
- Identification of career pathways of interest to the students
- Exploration of the local labor market
- Review of in-demand industries and **occupations**
- Consideration of non-traditional employment options

Job Exploration Counseling



Job exploration in **action**

[Explore Work](#) website and [Trainer's Guide](#)



Career Planning and Job Exploration

[Find my Talents](#)

The illustration shows four diverse individuals (a man, a woman in a wheelchair, a man, and a woman) standing on a path. The path is marked with blue location pins and icons representing various career and educational options, such as a graduation cap, a magnifying glass, and a question mark. The background is a light blue and yellow gradient.

[My Journal #1 - Self-Reflection](#)



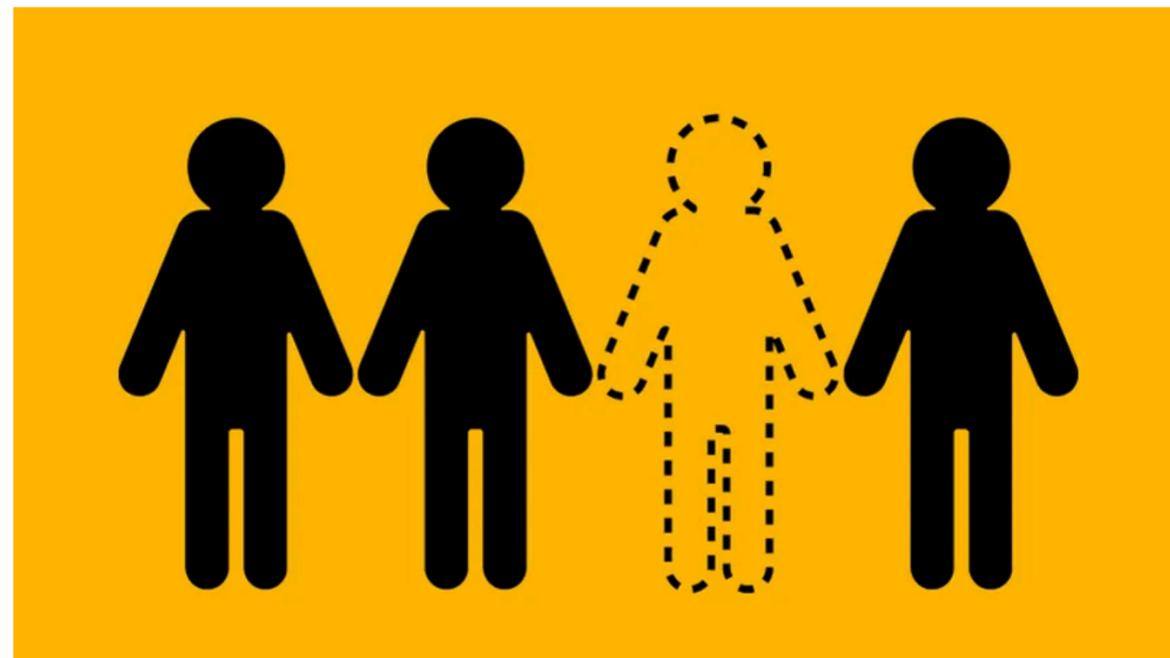
How are Pre-ETS Students Identified

- 504 Students
- IEP Students
- Students with medical support plans
- Students with a **diagnosed** disability
- School Counselors
- Teachers
- VR Counselor
- Pre-ETS Instructors



Who is Missing?

- Students that take medications for ADHD/Other disabilities?
- Students that have not yet been diagnosed with a disability?
- Students with attendance issues?
- Students that frequently engage with the School Resource Officer (SRO)?
- **Gang** involved youth?
- Students involved in State systems such as DCFS/JJYS?
- Others?



Why Work

Ugh...why do I have to work?
I think when you are
awesome you should just get
paid for being
awesome...it's a very
exhausting job.



somee cards
user card

- Money
- Feeling of accomplishment
- Recognition
- Make friends
- To grow and learn new skills
- Give a sense of purpose
- Bills
- Healthcare needs
- Transportation
- Housing
- Improve **self-esteem**
- Insurance



Fears of Working

- Less free time
- **Fear** of the unknown
- Meeting new people
- Keeping a schedule
- Transportation concerns
- Other ideas?

“F-E-A-R has two meanings:

**‘Forget Everything And Run’ or
‘Face Everything And Rise.’**

The choice is yours



Informational **interview** - talking with an employer to learn more about what they do

Job shadowing - spending a couple of hours with someone who does the type of work a youth is interested in

Workplace tours - taking a tour of a place of business to learn more about what they do there

Service learning - working in the community to learn about responsibility and giving back

Career related competitions - participating in a competition on a team or individually in a career or technical field

Volunteering - spending time working for the experience without getting paid

Student-led enterprises - youth create a business plan and embark on a business that they create

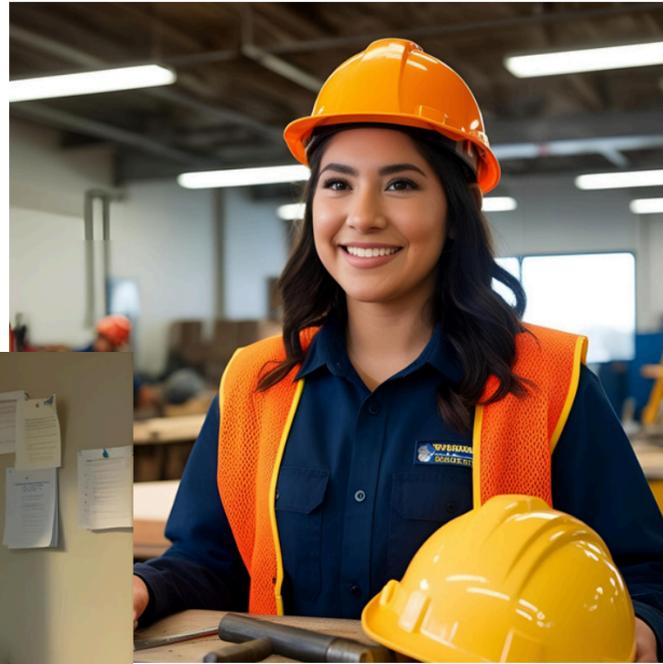
Simulated work experience - youth work for short periods of time in the community sometimes rotating through business partners

Internships and work experiences

- Unpaid - youth is offered a position for a set amount of time where they learn a variety of work related skills
- Paid - youth is offered a paid position for a set amount of time where they learn a variety of work related skills

Work-based learning experiences





Work Based Learning Experiences in action



Workplace Readiness Training

These abilities help **employees** learn how to interact with supervisors and co-workers. They help reinforce the importance of timeliness and build an understanding of how we are perceived by others. Employers value employees who can communicate effectively and act professionally. No matter what technical skills a job may require, every job requires good social skills/interpersonal skills.

These are the skills most valued by employers, as they are skills that are more difficult to teach than the actual tasks of the job.



[How to Study Assessments](#)



Workplace Readiness Training

Name: _____

Date: _____

Time Management

Time management is having an accurate understanding of how long tasks will take and using time effectively to accomplish that task.



Think & Share: Why is this an important skill in my life?



Think & Share: What are some examples of using this skill?

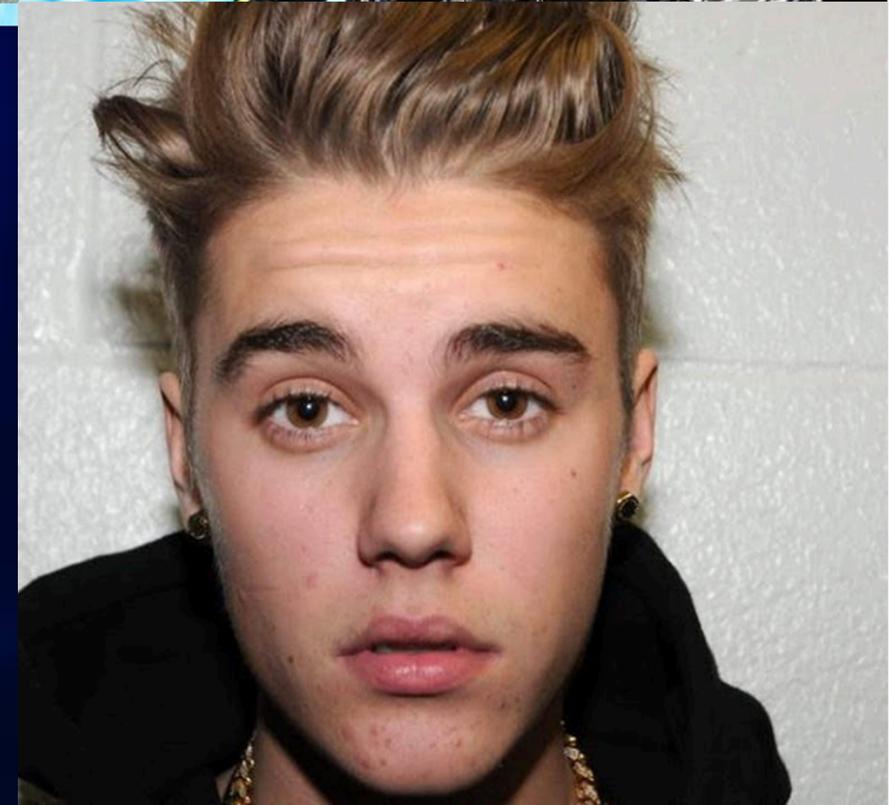
Financial
Literacy
in action



Utah's Go-To Website



Who Do Youth Look Up To?



Income Opportunities?



Drugs
Sex work
Burglary
Motor Vehicle Theft
Others?

***Ohhh-employment!**



Counseling on Postsecondary Opportunities



There are multiple kinds of learning and training after high school such as:

- degree programs (Associates, Bachelor's),
- certificate programs (automotive tech, construction management, electronics, paramedic/firefighter, CMA/CNA, HVAC, paralegal, etc. are usually offered through technical or community colleges),
- military and volunteer service ([JobCorps](#), [Forest Service](#)),
- corporate training (e.g. [John Deere](#), [Home Depot](#), [Amazon](#)),
- community classes (public library, makerspace, county extension office, community and technical colleges)
 - Half of college students with disabilities surveyed weren't diagnosed with a disability until college.
 - Students with disabilities report more social isolation, daily barriers, and lower campus engagement than their non-disabled peers.



If you were financially independent, what kind of work would you gladly do for free?

- What are 3 aspects of this work that you really like?
- How do you feel when you do this type of work?
- What single action could you take to head towards this type of work?
- How do you feel when you **imagine** yourself taking that action?
- If good, will you take that action?
- If bad, what are you most afraid will happen if you did?

[Counseling on Postsecondary activity](#)

Postsecondary in Action



Counseling on Postsecondary

Understand Financial Aid



FAFSA 2025-2026 Walkthrough

Differences between high school and college



Speaking of Postsecondary Education



- Juvenile records
- FAFSA
- Selective Service registration
 - *Age 26 requirement
- Voter registration
- College enrollment assistance
 - Supported Education through VR
- **Custody** rules
 - DCFS-age 21
 - JJYS-age 18



Instruction in Self-Advocacy

- Disability understanding
- Disability disclosure (when, why, how much)
- Decision making (including supported decision making)
- Effective communication (requesting help, assertiveness, listening)
- Evaluating options
- Goal setting and attainment
- Identifying independence
- Identifying, selecting, requesting, and utilizing accommodations
- Knowledge of rights and responsibilities
- Self-determination
- Self-awareness
- Self-reflection



self-Esteem



What are you good at? List at least 3 things.

What are some of your dreams?

List at least 2 of them.

DREAM

Self-advocacy
in action



Peer Court and Self-Advocacy cont'd



- Peer court requires youth to speak for themselves
- It can help a youth **avoid** acquiring a criminal charge
- Unique sentences
 - Fines
 - Letters of apology
 - Community Service
 - Other sanctions as appropriate
- Session tomorrow about Peer Court including youth-check it out!



- **2020 Arrests** in the US for under age 18
<https://ojjdp.ojp.gov/statistical-briefing-book/crime/faqs/qa05101>
 - **424,300 total juvenile arrests**
 - 12,000 Robbery
 - 19,140 Aggravated assault
 - 11,600 Motor vehicle theft
 - 70,940 Simple assault
 - 430 Embezzlement
 - 23,130 Vandalism
 - 11,110 Weapons (carrying, possessing, etc.)
 - 42,280 Drug abuse violations
 - 5,870 Driving under the influence
 - 32,070 Violent crimes
 - 85,970 All other offenses (except traffic)

Why Does This Matter



What Can Be Done



- Pilot Program
 - VR Counselors targeting students engaging with SRO
 - Goal is to target students “slipping through the cracks”
 - Additionally targeting students frequently utilizing teen centers
 - Counselors will still form relationships with teachers and school counselors
 - Instructors still heavily involved with Special Education classrooms
 - Counselors also participating in JRW’s- specifically mock interview workshops
 - Instructor at Juvenile Justice facilities offering Job Readiness Workshops and explaining VR services, letting JJYS Counselors know about VR, etc.
- SRO’s
 - Think hard before charging with a crime-how will this impact
 - Consider peer courts-proven effective
 - Form relationships
 - Don’t always have to be punitive



Missouri's Vocational Rehabilitation agency developed a peer **mentoring** program that partners with Centers for Independent Living, schools and juvenile courts to work with system involved students with disabilities.

[Peer Mentoring Program Flyer](#)

Missouri's Peer Mentoring Program



Case Scenario-Group activity



Jake, a 16 year old junior has been living at home with his father and two siblings. He attends school on and off but struggles with focus and is easily distracted by noises, movements, and pretty much anything. He has been asking his dad to take him to the doctor to talk about ADHD but his dad is so busy with work and the other kids he hasn't been able to get it scheduled. Jake is overall a good kid but doesn't do his work at school or at home so has failed most of his courses. His counselor has tried to assist by offering Edgenuity courses to make up his missing credits to get him back on track for graduation. Jake is highly motivated by money and would like to start working, but due to only having one vehicle in the family and not living near a bus route, is unable to find a job right now.

Jake recently met a friend at school that has been selling THC. Jake started partaking in this "hobby" as he discovered it helps him focus so that he can complete his schoolwork. One day while making a purchase from his friend, the School Resource Officer (SRO) catches him. The SRO calls a meeting with Jake, his dad, the principal, and himself. The SRO would like to press charges.

What would you do?

Who would you refer Jake to?

What Pre-ETS services would most **benefit** Jake?





Questions / Ideas?



Thank you



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